The words fast, last, past, ask, task, and mask have alternative pronunciations according to various areas in the world and may not "fit" the sound patterns in the word families. Discuss the meaning of unfamiliar words first before teaching how to read them. Note that wind refers to blowing air and has a short /i/ sound. It is suggested that you use either Synthetic Phonics or Inductive Whole-word Phonics.

Synthetic Phonics

Introducing CVCC words

Display tent on a board or on paper. Cover the final consonant and sound-talk and blend the first three letters, “/t-e-n/ ten.” Ask the children to do the same. Sound-talk the word again, “/t-e-n/,” and as you say the /n/, reveal the final consonant and say “/t/ tent.” Repeat sound-talking the whole word, this time with the children joining in. Continue with other CVCC words that contain a CVC word (e.g. men[d], pan[t], win[d], ran[ch]).

For the words ending with nk, the sound of the /n/ changes from /n/ to /ng/ when adding k. For example, pin is /p-i-n/ while pink is /p-i-ng-k/, and ran is /r-a-n/ while rank is /r-a-ng-k/.

When all words in the families containing a CVC word have been used, work through each of the word families using sound-talk. If a child needs assistance on a particular word, try covering the last letter or letter group in the word until the child can confidently blend the first CVC sounds in the word.

Inductive Whole-word Phonics

Go through the word families first reading down the columns, then across the columns. You can play the memory game: photocopy the words in the word family twice and cut each word out, you may need to back the words with a card so that the children can’t read the words from the backside. Children turn over two cards at a time. If they match, they keep both cards. If they don’t, they turn the cards face down again and it’s someone else’s turn.
<table>
<thead>
<tr>
<th>Word families</th>
<th>Ant</th>
<th>Hint</th>
</tr>
</thead>
<tbody>
<tr>
<td>fast</td>
<td>lost</td>
<td>ant</td>
</tr>
<tr>
<td>last</td>
<td>cost</td>
<td>pant</td>
</tr>
<tr>
<td>past</td>
<td>just</td>
<td>pants</td>
</tr>
<tr>
<td>nest</td>
<td>dust</td>
<td>ants</td>
</tr>
<tr>
<td>best</td>
<td>gust</td>
<td>dent</td>
</tr>
<tr>
<td>pest</td>
<td>must</td>
<td>lent</td>
</tr>
<tr>
<td>rest</td>
<td>rust</td>
<td>rent</td>
</tr>
<tr>
<td>test</td>
<td>lust</td>
<td>sent</td>
</tr>
<tr>
<td>vest</td>
<td>toast</td>
<td>sent</td>
</tr>
<tr>
<td>west</td>
<td>roast</td>
<td>tent</td>
</tr>
<tr>
<td>chest</td>
<td>boost</td>
<td>went</td>
</tr>
<tr>
<td>forest</td>
<td>boost</td>
<td></td>
</tr>
<tr>
<td>fist</td>
<td>list</td>
<td></td>
</tr>
<tr>
<td>mist</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Word families

and  end  wind
hand  bend  windmill
sand  mend  fond
band  send  pond
land  tend  pondweed
sandpit
sandwich

bank  sink  bunk  raft  act
Hank  link  dunk  left  fact
rank  pink  hunk  gift  next
sank  wink  junk  lift  sixth
tank  think  sunk  sift  it’s
yank
thank

kept
wept
theft

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### Word families

<table>
<thead>
<tr>
<th>yelp</th>
<th>ranch</th>
<th>lamp</th>
</tr>
</thead>
<tbody>
<tr>
<td>help</td>
<td>bench</td>
<td>camp</td>
</tr>
<tr>
<td>helpdesk</td>
<td>inch</td>
<td>damp</td>
</tr>
<tr>
<td>gulp</td>
<td>pinch</td>
<td>champ</td>
</tr>
<tr>
<td>~ ~ ~</td>
<td>bunch</td>
<td>shampoo</td>
</tr>
<tr>
<td>felt</td>
<td>lunch</td>
<td>imp</td>
</tr>
<tr>
<td>belt</td>
<td>punch</td>
<td>limp</td>
</tr>
<tr>
<td>melt</td>
<td>~ ~ ~</td>
<td>chimp</td>
</tr>
<tr>
<td>shelter</td>
<td>ask</td>
<td>chimpanzee</td>
</tr>
<tr>
<td>held</td>
<td>task</td>
<td>hump</td>
</tr>
<tr>
<td>elf</td>
<td>mask</td>
<td>jump</td>
</tr>
<tr>
<td>self</td>
<td>desk</td>
<td>lump</td>
</tr>
<tr>
<td>silk</td>
<td>helpdesk</td>
<td>pump</td>
</tr>
<tr>
<td>milk</td>
<td>dusk</td>
<td>thump</td>
</tr>
<tr>
<td>children</td>
<td>husk</td>
<td>bump</td>
</tr>
</tbody>
</table>
Match words to pictures

hand

pond

ant

tent

mask

Notes for parents and teachers: Have the children read the words, using spell-say or sound-say. Then have them name the pictures and then draw lines that match. Help as needed.
Match words to pictures

tusk

raft

gift

belt

milk

**NOTES FOR PARENTS AND TEACHERS:** Have the children read the words, using spell-say or sound-say. Then have them name the pictures and then draw lines that match. Help as needed.
Match words to pictures

lamp

fist

vest

sandwich

chimpanzee

Notes for parents and teachers: Have the children read the words, using spell-say or sound-say. Then have them name the pictures and then draw lines that match. Help as needed.
Write the missing letter or letter group

Notes for parents and teachers: Have children describe or name all the pictures. Then have the children fill in the missing letter groups to complete the word which describes the picture. Help as needed. Finally, ask the children to read the words without the missing letter, and then again after the letter is added. Discuss the change in meaning. (For example, win/wink) Note that we generally say pants rather than pant, so you might want children to add two letters to pan.
Mark the phrase that matches the picture

- the best lamp
- the damp limp
- a sink pest
- a silk vest
- a fast ant
- a felt act
- a quart of milk
- a war of melt
- the left lift
- the last gift
- the shelter
- the shampoo

**Notes for Parents and Teachers:** Have the children mark the box next to the phrase or caption that best describes the picture.
Match sentences to pictures

Hank sank the raft.

The children can jump.

The nest fell in the sand.

Jagannath has a mask.

The ranch has a windmill.

**Notes for parents and teachers:** Children should read each sentence, using spell-say or sound-say. Ask them to describe the pictures, and then draw lines to match sentences to pictures.
**Adding -est to words**

*Notes for parents and teachers:* Show the letter group *est*. Talk about how we compare two things with the letters *-er*, such as *tall* and *taller*. Then ask how we compare three things. Draw three figures on the board or on paper, with varying heights. Ask the children to talk about how we would describe them (short, shorter, shortest, tall, taller, tallest). Ask the children to give oral sentences using a word that ends in *-est*. You may have to model this first. Then ask children to read the words on this page and to point to the picture that shows the word that ends in *-est*. They can then circle the part of the picture that shows the person, animal, or object that is thinnest, fattest, etc.
Sort the real words from the nonsense words

toast  shing  faith  boost  chack
thing  lightning  theesh  thaiver
punch  teeth  zight  jighting  shock

**Notes for Parents and Teachers:** Photocopy the page and cut out each of the words on the top of this page. Have the children sort the words according to whether they make sense or not. Have the children stick or paste nonsense words in the rubbish bin. Words that make sense are to be stuck or pasted on the treasure chest.

If you don’t want to photocopy the page the children can draw lines from the words to the appropriate place. They can write the real words in the treasure chest, but do not have them write the nonsense words.
They were warm in the winter night.

They were waiting in the rain.

water

A cup of water.

They were in the water.

Notes for parents and teachers: Say the word were, and ask the children to suggest oral sentences using the word were. You can model some also. Then write some simple sentences using known words with were such as: “They were waiting on the porch.” “They were napping.” Repeat for the word water. Sample sentences: “The water is boiling hot.” “This water is for washing.” Then ask the children to read the words, phrases, and sentences on this page independently and discuss the meaning.
Unscramble the words

next  just  must  went  think
mint  fact  going  gulp  champ

lupg  ujst
thnik  msut
mchap  tenw
tnex  tmin
fatc  ingog

**Notes for Parents and Teachers:** Have the children unscramble the letters to make a word. If necessary, first make the scrambled words from magnetic letters and have the children rearrange them to form the words in the top box. The children can then write the correct words.

**Interest word: Garuda**

Garuda Garuda

**Notes for Parents and Teachers:** The interest word Garuda is taught as a sight word. Explain that Garuda is Lord Visnus’s carrier. Find pictures of Garuda in The Gull’s Eggs and point out to the children the name in the text. Ask the children to talk about what they know about Garuda. You might be able to get pictures of Garuda as he is shown in various parts of the world.
Circle or write the correct word to complete the sentence

A gust of __________
bumped the tent.
wind  windmill  were

We will cook lunch if the
__________ has gas.
rank  tank  test

The children __________
into the water.
jump  bumped  next

I must run __________ to
win.
desk  best  fast

NOTES FOR PARENTS AND TEACHERS: Ask the children to read the first sentence and look at the picture. Then have them read the three words under the sentence and ask which one makes sense. Have them circle the right word or write it in the blank space. If possible, the children should complete the rest of the page independently.
Mark the correct word to complete the sentence

You can ask for help at the
- helpdesk.
- pondweed.

You can fill the pot with water at the
- thump.
- pump.

For lunch I will ask for a
- sandwich.
- sandpit.

At dusk the sun can look
- think.
- pink.

They were camping. They needed a
- sent.
- tent.

The milk needs to be kept
- warm.
- warn.

Notes for parents and teachers: The children should choose the correct word to complete the sentence by putting a mark in the box next to the word.
Mark the sentence that matches the picture

- The poor man had warm toast.
- I have lost my silk vest.
- He picks up the junk from the sand.
- The belt is in his hand.
- “Help! I am in pain!” he wept.
- Melt butter in a warm pan.
- The children gulp down the water.
- I think we think we are next.

Notes for parents and teachers: Have the children read the sentences, using sound-say or spell-say. Ask the children to mark the box next to the sentence that best describes the picture.
Creating the atmosphere
Ask the children if they have ever done something difficult. Discuss the children’s experiences. Ask the children how they felt before they started, during the activity and when it was complete. Did they ask for help, did they pray, did they give up, and so forth. Ask the children if they’ve heard of Garuda or of a personality of the water, and to share what they know.

Introducing the book
Look at the cover. Have the children read the title. Read the back cover blurb and ask the children to predict what the story might be about. “What kind of bird is this?” (seagull) “What is she doing?” (sitting on a nest) “How does she feel? Where is her nest?” Explain that this story is usually told about a different bird, a sparrow, but that this story uses a gull because we know how to read the word “gull” but not the word “sparrow” at this point.

Go through the book, discussing illustrations and text:
pp. 2–3: “What is the gull doing in the picture? Do you think she might be sitting on something? What might she be sitting on?” (Prompt for “eggs.”) Read together: “She sat on them to keep them warm.”

pp. 4–5: “What do you think the picture is telling us here?” (There are baby gulls in the eggs.) Ask the children to find the word children in the text.

pp. 6–7: Point to the word bumped and ask the children to read it. Say, “Look at the eggs, and look at the gull’s face. What has happened, and how is the gull feeling?”

pp. 8–9: Ask the children to read the page with you. Briefly mention the exclamation marks and ask them to read again with expression. Discuss why the gull might be saying “Oh, no!”

pp. 10–11: “Where have the eggs landed?” (Prompt for “on the sand.”) Have the children find the word sand in the text. “Quickly read the page and see if you can find out who the big blue person is that we can see in the picture.” (Prompt for “the water.”) “Yes the water says he can get the eggs.”

p. 12: Have the children read the final word. (lost) “Who or what is lost?” (eggs, children)

p. 13: Pointing to the question mark, ask, “What is this called?” Have the children read the question, “What is the gull doing to get her children back?”

p. 14: “What is different about this word?” (Point to “help.”) Discuss why the text is printed in bold. Read the word with expression and volume.

p. 15: Discuss the illustration. Have the children find and say the word that is printed three times on the page.

pp. 16–17: “Who is this huge eagle? Did they mention his name in the blurb?” (Prompt for “Garuda.”) Have the children find the name Garuda on the page. “There are two words on these pages written in bold letters. Can you find them and read them out loud?” (I, gulp) “What is happening?”

pp. 18–19: Discuss the illustration. Ask the children to read the word that is written in bold, loudly.

p. 20: Discuss the illustration focusing on the expressions and body language of the characters. “The gull now has her children. Can you find the word children on this page?”

Quick review of words
It is best if the children have completed all the activities in the book up to this point. Quickly review the word families on page 2. Review the names Garuda and the words stop, water and were.
**Reading the Book**

Choose one of the following three methods to read the book:

**Synthetic Phonics**
First read each page and then have the children repeat, using the sounds of the letters or letter groups being taught, reading as follows: “The /g-uh-l-z/ gull’s /e-g-z/ eggs.” The children should then repeat the same way. Only sound-say the phonetic words whose sounds have been taught, not other high frequency words, such as *said*. Phonetically learned words with which a particular child is completely familiar (which should be many of them at this point) do not need to be sound-said. After reading a page with sound-say, read it normally, and have the child repeat. Children who are struggling can point to each word. Ask the child at various places in the story to predict what he or she thinks might happen next. Then you can ask if their prediction was correct or what actually happened. Some children may need more help than others.

**Inductive Whole-word Phonics**
First read each page and then have the children repeat, using the letter names (not the sounds of the letters) being taught, reading as follows: “The g-u-l-l-s gull’s e-g-g-s eggs.” The children should then repeat the same way. Only spell-say the phonetic words whose sounds have been taught, not other high frequency words, such as *said*. Phonetically learned words with which a particular child is completely familiar (which should be many of them at this point) do not need to be spell-said. After reading a page with spell-say, read it normally, and have the child repeat. Children who are struggling can point to each word. Ask the child at various places in the story to predict what he or she thinks might happen next. Then you can ask if their prediction was correct or what actually happened. Some children may need more help than others.

**Guided Reading**
The children read every one or two pages at a time to themselves. If the child reads correctly, give specific praise, such as, “You figured out *water*.” How did you know what that word was?” Check that the children read without pointing. Ask the child at various points in the story to predict what he or she thinks might happen next. If a child stumbles over a word or reads it incorrectly, give help through referring to the word’s letter names, phonemes (letter sounds), the pictures, or to what has already happened in the story or on the page. You can also refer to the list of word families in this book to help the child figure out a word.

**After Reading the Book, Returning to the Text**

**Word review exercise**
Ask the children to write a list of 10 words from the book. Have the children swap lists with a partner and find the words on their partner’s list. Have them record how often each word appears.

**How does the character feel exercise**
Show page 3 and think aloud about how you decide how the bird might be feeling. Say, “How might this gull be feeling?” And then answer the question out loud by referring to the words and/or the pictures, or to how the story is progressing. For example, you could say, “Maybe she is feeling joyous. In the illustrations she has a big smile on her face. It says in the text that she is sitting on her eggs and that her children were in the eggs and she was keeping them warm. So she might be joyously looking after her babies who she expects to meet soon.”

Have each child pick a page and describe (to the adult or to a partner) what one of the characters is feeling and how that decision was reached (using specific examples from the words, pictures, or story flow). Encourage children to use words other than happy and sad.

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Keystone words exercise
Remind the children that in different books, or on different pages in a book, certain words are very important. Ask children to say what word is most important on page 14 (help) and to discuss why (because it is what the gull wants and needs). Find other keystone words on other pages in the book.

Thought pictures exercise
Show the children the text on pages 16. You can also write the text on the board or a piece of paper. Explain to the children that on this page, Garuda, Lord Visnu’s great and wonderful carrier appears and speaks for the first time. Explain to the children how you make pictures in your mind when you read, like having a video in your mind. Ask the children to pretend there is no picture in the book, make a thought picture from that sentence, and share it with a partner.

Finding answers exercise
Model for the children how to find an answer by looking in the text. Ask the question, “What are in the eggs?” and then both show and explain how you use the book to get the answer from both the picture and text. For example, you could say, “On page 4 I can see in the illustration that there are baby gulls in the eggs. I can also read on page 5 that the gull’s children are in the eggs and that they are not yet born.”

Have the children find answers to the following questions, and explain the reasons for their answers. This can be done with a partner or as group work. Every child should answer at least one factual question and one inferential question. It is best if all children answer all questions. For the inferential questions, there is no “right” answer, and what is most important is for children to explain their process and reasoning based on the book.

Fact questions
- Why did the gull sit on her eggs? (to keep them warm)
- What bumped the nest? (a big wind)
- Who took the eggs from the sand? (the water)
- Who came to help? (Garuda)

Inferential questions
- Why did the water take the eggs?
- How did Garuda know the gull needed help?
- Could Garuda drink all the water?
- What was the gull doing when the wind bumped her nest?

Each child should now read the book out loud with fluency and expression. If needed, model this first.

Further activities
Water interview: Ask the children to think of questions to ask the water. (For example, “Why did he take the gull’s eggs? Why didn’t he give them back when the gull asked for help? How did he feel when he first saw Garuda? Why did he give the eggs back in the end? What did he do after he gave the eggs back?”) Model “hot-seating,” by assuming the role of the water, and answer the children’s questions. With practice, a child may be able to take on this role.

Find and read other stories relating to Garuda. You can also study about seagulls—where they live, where and how they build their nests, how many eggs they lay, how long the eggs take to hatch, how long it takes babies to grow up, what they eat, what their role is in the eco-system, etc.
Mark or write the correct word based on the story book

<table>
<thead>
<tr>
<th>The gull had eggs in her</th>
<th>□ test</th>
<th>□ nest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Her ___________ were in the eggs.</td>
<td>□ melting</td>
<td>□ children</td>
</tr>
<tr>
<td>The ___________ bumped the nest.</td>
<td>□ wind</td>
<td>□ pond</td>
</tr>
<tr>
<td>The ___________ took the eggs.</td>
<td>□ went</td>
<td>□ water</td>
</tr>
<tr>
<td>“I will __________ you,” said Garuda.</td>
<td>□ yelp</td>
<td>□ help</td>
</tr>
<tr>
<td>“I will __________ the gull her children.”</td>
<td>□ sand</td>
<td>□ hand</td>
</tr>
</tbody>
</table>

**NOTES FOR PARENTS AND TEACHERS:** The children should read the sentences using sound-say or spell-say as needed. Then they should read the two words and decide which goes in the blank. They should then write the word in the blank. It is good if they orally spell and say the word they have written. If a child is unable to write the word, he or she can mark the box next to the word that goes in the blank. It is best if children can do this without referring to the book, though they can look in the book if they are struggling.
She sat on them the nest.
It bumped the eggs.
Then the water took said the gull.
I will sip the water to keep them warm.
“Help!” until I can see the eggs.
I will hand the gull her children.

Notes for parents and teachers: Children should read the subjects on the left side and the predicates on the right side and then draw a line to match subjects to the correct predicate. They can use the picture clues to help.
Write the word that fits the clues

eggs  nest  sand  water  children

The gull had them in her nest.

The children were in them.

They were in the eggs.

They were not yet born.

It took the eggs.

The gull sipped it.

The eggs fell in it.

It was next to the water.

The wind bumped it.

The eggs were in it.

Notes for parents and teachers: Use the picture clues to find out what word makes both sentences true. Have the children write the word on the line provided. You can also photocopy the words and have the children paste or glue them on the lines.
The book is called

The best part of the book:

My Art

Notes for parents and teachers: Have the children write the name of the book and their favorite part. Have them draw a picture of their favorite part of the book. They may refer to the word families for help in spelling. If the children cannot do this activity independently at all, they may refer to the story book.